



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1045 S. San Marcos, Apache Junction, AZ 85220

Excalibur Charter School Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 N/A
2002-03 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Mathew Reese
Schedule : 07:30 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 324
Web Address : excaliburschools.com
Phone Number : (480) 671-4584
Fax Number : (480) 671-4586
E-mail : mreese3597@yahoo.com

Mission

Mission Statement: Avalon Elementary, as a school community, will strive for excellence in education and exceed state standards by providing a clean, structured, safe environment, with small class sizes, character education, and strong curriculum administered by highly qualified professionals that encourage a love for learning.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 N/A
2002-03 Not Evaluated

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase TerraNova test scores for grades 2-8 by 5% over last year's results. Increase K-1 program assessment scores by 5%.
- ü Attendance: Maintain minimum classroom enrollment of 25 students and attendance rate of 96%.
- ü Increase awareness within the entire school community concerning the six pillars of character development.
- ü To increase positive communication between home and school.

Enrollment

October 1, 2004 School Year Student Enrollment : 353
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 324

Instructional Programs

- ü Full Day Kindergarten
- ü On Site Special Education Instruction
- ü Character Education (Character Counts)
- ü 'Buckle Down' Test Preparation
- ü 'Open Court' Language Program
- ü Houghton Mifflin Math K-6
- ü Saxon Math 7-8
- ü After School Athletic Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Education at Avalon is a partnership between students, parents, school and community. Avalon will carry out their part of the partnership by providing a clean and safe learning environment, handbook, Parent/Teacher Organization, high academic standards and character education.

Parents

Avalon parents have a responsibility to read and discuss the Parent/Student Handbook, help their student understand and abide by Student Code of Conduct and dress code, see that their student attends school regularly, is on time, and comes with necessary materials.

Transportation Policy

Bus services students within a five-mile radius of school. Routes include stops at major cross streets closest to registered students. Students riding or waiting for a bus are subject to the Code of Conduct and under the bus driver's authority.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü County Spelling Bee top 10 finisher.	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	31	79306	100	100	99	420	426	445	30	27	10	20	19	18	40	42	51	10	12	20
All Students (Prior Year)	21	38	75509	91	95	100	530	511	521	10	16	13	24	29	23	24	26	33	43	29	31
Female	12	15	38691	100	100	99	437	448	446	11	8	10	22	17	18	44	50	52	22	25	20
Male	13	16	40583	100	100	99	406	406	445	45	43	11	18	21	18	36	36	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	18	24	36197	100	100	99	423	430	463	29	25	5	21	20	11	36	40	53	14	15	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	22	26	69060	100	100	98	426	435	454	24	19	7	18	14	17	47	52	54	12	14	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	13	16	39415	93	94	96	419	424	431	36	36	15	9	7	25	45	43	50	9	14	10
Non-Economically Disadvantaged	12	15	39966	100	100	100	420	427	459	22	17	6	33	33	12	33	42	52	11	8	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	31	79395	100	0	99	421	427	446	20	15	9	35	35	25	40	46	55	5	4	11
All Students (Prior Year)	21	37	75492	91	93	100	532	525	519	0	8	12	14	14	16	48	46	47	38	32	24
Female	12	15	38743	100	0	100	433	445	451	11	8	7	44	33	24	33	50	57	11	8	12
Male	13	16	40618	100	0	99	411	411	440	27	21	11	27	36	27	45	43	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	18	24	36221	100	0	99	427	433	465	21	15	4	29	30	15	43	50	63	7	5	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	22	26	69139	100	0	99	428	436	454	18	14	7	29	24	24	47	57	58	6	5	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	13	16	39484	93	0	96	428	432	429	18	14	14	27	29	35	45	50	47	9	7	4
Non-Economically Disadvantaged	12	15	39986	100	0	100	412	421	461	22	17	4	44	42	16	33	42	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	30	78869	100	100	99	395	398	442	16	12	6	42	44	21	37	40	63	5	4	10
All Students (Prior Year)	20	36	75053	87	90	99	584	577	597	0	0	7	10	17	12	90	81	72	0	3	9
Female	12	15	38536	100	100	99	415	425	458	11	8	4	22	17	15	67	75	67	0	0	14
Male	12	15	40302	92	94	99	377	374	428	20	15	8	60	69	26	10	8	60	10	8	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	18	24	36078	100	100	99	390	396	459	21	15	4	36	40	16	36	40	66	7	5	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	22	26	68697	100	100	98	398	405	454	18	14	4	35	33	18	41	48	67	6	5	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	13	16	39106	93	94	95	395	394	427	9	7	8	55	57	28	27	29	59	9	7	5
Non-Economically Disadvantaged	11	14	39837	100	100	100	396	404	457	25	18	4	25	27	14	50	55	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	39	78906	100	100	99	477	477	498	19	19	13	29	29	19	45	45	48	6	6	20
All Students (Prior Year)	20	31	76019	100	100	100	442	448	499	55	48	14	35	32	39	5	10	14	5	10	33
Female	20	21	38644	95	100	99	486	486	500	18	18	12	24	24	19	53	53	49	6	6	19
Male	16	17	40236	100	100	99	465	465	497	21	21	15	36	36	19	36	36	46	7	7	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	32	33	36483	100	100	99	474	474	517	22	22	7	33	33	13	37	37	51	7	7	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	32	34	68310	100	100	98	483	483	509	15	15	9	27	27	18	50	50	51	8	8	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	25	27	38679	100	100	96	489	489	483	11	11	20	21	21	25	63	63	45	5	5	10
Non-Economically Disadvantaged	12	12	40295	100	100	100	457	457	513	33	33	7	42	42	13	17	17	50	8	8	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	39	78908	100	0	99	468	468	484	16	16	10	35	35	23	48	48	58	0	0	9
All Students (Prior Year)	19	30	76020	95	97	100	484	490	503	58	40	25	11	20	23	26	33	40	5	7	12
Female	20	21	38648	95	0	99	470	470	489	12	12	8	35	35	22	53	53	61	0	0	10
Male	16	17	40233	100	0	99	465	465	479	21	21	12	36	36	25	43	43	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	32	33	36502	100	0	99	466	466	502	19	19	4	37	37	14	44	44	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	32	34	68312	100	0	98	471	471	493	15	15	7	31	31	21	54	54	62	0	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	25	27	38662	100	0	96	476	476	468	16	16	16	21	21	32	63	63	49	0	0	3
Non-Economically Disadvantaged	12	12	40315	100	0	100	455	455	498	17	17	5	58	58	15	25	25	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	39	78750	100	100	99	489	489	500	6	6	6	42	42	29	52	52	63	0	0	2
All Students (Prior Year)	20	31	75673	100	100	100	466	470	530	40	32	12	35	35	25	25	32	58	0	0	4
Female	20	21	38586	95	100	99	518	518	515	0	0	4	24	24	22	76	76	71	0	0	3
Male	16	17	40135	100	100	99	454	454	486	14	14	8	64	64	35	21	21	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	32	33	36440	100	100	99	482	482	516	7	7	3	44	44	22	48	48	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	32	34	68196	100	100	98	500	500	513	0	0	3	42	42	25	58	58	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	25	27	38558	100	100	96	499	499	485	5	5	8	37	37	37	58	58	54	0	0	1
Non-Economically Disadvantaged	12	12	40260	100	100	100	472	472	514	8	8	3	50	50	21	42	42	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	43	78250	100	100	99	554	556	548	11	9	21	22	27	18	56	52	48	11	12	13
All Students (Prior Year)	22	28	75001	96	97	99	445	445	468	55	54	37	32	36	36	9	7	16	5	4	10
Female	16	22	38071	100	100	99	548	555	549	15	11	20	31	33	19	38	39	49	15	17	12
Male	21	22	40126	100	100	99	558	557	547	7	6	23	13	19	17	73	69	46	7	6	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	27	30	38320	100	100	99	553	558	568	9	8	12	26	28	14	57	52	55	9	12	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	36	43	68996	100	100	99	553	556	561	11	9	16	21	26	18	57	53	52	11	12	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	23	27	33388	100	100	94	565	565	530	10	8	32	10	17	22	65	58	40	15	17	5
Non-Economically Disadvantaged	14	17	44937	100	100	100	525	534	561	13	10	13	50	50	15	38	40	54	0	0	18

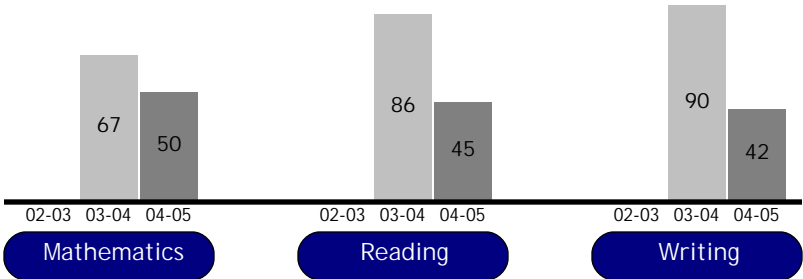
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	44	78302	100	0	99	510	511	512	7	6	11	25	26	25	64	65	57	4	3	7
All Students (Prior Year)	22	28	74918	96	97	99	493	491	497	41	39	32	9	14	19	36	36	35	14	11	15
Female	17	23	38082	100	0	99	508	511	518	7	5	8	29	26	24	57	63	61	7	5	7
Male	21	22	40166	100	0	99	510	508	507	7	6	14	27	31	26	67	63	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	28	31	38347	100	0	99	515	515	531	4	4	5	25	27	17	67	65	68	4	4	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	36	43	69024	100	0	99	510	511	524	7	6	7	25	26	23	64	65	62	4	3	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	23	27	33398	100	0	94	520	519	495	5	4	18	20	21	35	70	71	46	5	4	2
Non-Economically Disadvantaged	15	18	44979	100	0	100	485	490	525	11	9	6	44	45	18	44	45	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	44	78094	100	100	99	538	537	545	0	0	3	39	38	18	61	62	77	0	0	2
All Students (Prior Year)	22	28	74503	96	97	99	437	451	491	18	18	9	50	46	32	32	32	51	0	4	8
Female	17	23	38025	100	100	99	543	543	558	0	0	2	36	32	13	64	68	82	0	0	2
Male	21	22	40013	100	100	99	533	531	534	0	0	5	40	44	23	60	56	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	28	31	38265	100	100	99	534	536	564	0	0	2	42	42	11	58	58	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	36	43	68892	100	100	98	540	540	559	0	0	2	36	35	14	64	65	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	23	27	33296	100	100	94	555	554	527	0	0	5	25	25	27	75	75	67	0	0	0
Non-Economically Disadvantaged	15	18	44871	100	100	100	499	502	559	0	0	2	67	64	12	33	36	84	0	0	3

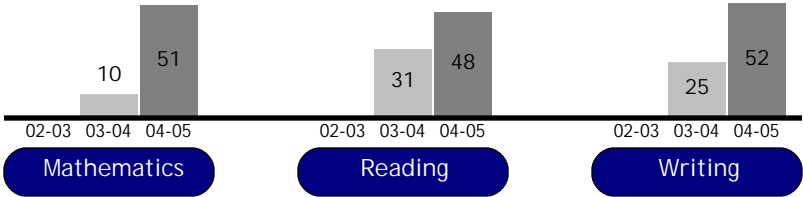
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

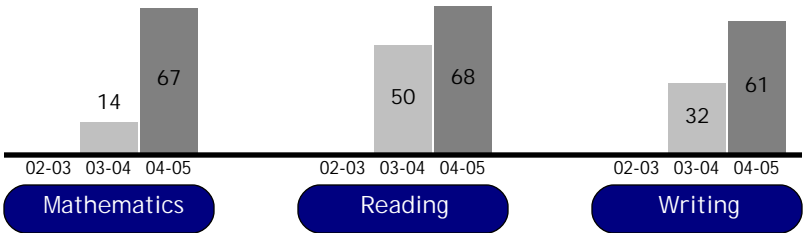
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	29	50	100	45	NA	58	93	51	48	47
	Language	--	--	24	43	100	35	39	50	93	46	43	47
	Mathematics	--	--	25	57	100	36	41	64	93	55	56	50
3	Reading	--	--	24	47	100	49	NA	55	100	28	30	44
	Language	--	--	22	54	100	56	48	61	100	36	38	44
	Mathematics	--	--	18	54	100	42	46	61	100	36	41	51
4	Reading	--	--	58	52	79	38	NA	56	100	50	48	48
	Language	--	--	44	48	88	38	39	52	100	50	48	49
	Mathematics	--	--	51	57	88	23	29	61	100	46	49	53
5	Reading	--	--	37	50	95	30	NA	55	100	47	47	50
	Language	--	--	25	46	95	26	37	49	100	44	44	50
	Mathematics	--	--	31	57	95	26	37	63	100	38	38	49
6	Reading	--	--	45	53	96	36	NA	56	100	51	51	51
	Language	--	--	35	45	100	28	31	48	100	44	44	47
	Mathematics	--	--	50	62	100	34	37	66	100	42	46	52
7	Reading	--	--	36	51	89	29	NA	54	90	47	50	50
	Language	--	--	32	54	91	24	29	58	90	43	45	52
	Mathematics	--	--	31	58	91	39	40	62	90	49	48	50
8	Reading	--	--	39	53	100	51	NA	55	100	54	54	51
	Language	--	--	31	49	96	39	43	52	100	46	48	50
	Mathematics	--	--	36	58	100	49	50	61	100	57	58	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Avalon Elementary at San Marcos

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Activities
- ü Fund Raising
- ü Curriculum Decisions
- ü Book Adoptions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	1.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	0	0	0
10 or more years	2	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library

Extracurricular Activities

- ü Student Council
- ü Yearbook
- ü Newspaper
- ü Sports

Social Services

- ü Apache Junction Boys and Girls Club
- ü Corporate Entities
- ü Parks and Recreation
- ü Private Groups and Church Leaders

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Aims improvement of 15% over 2003-2004 scores.
- ü Implemented the Character Counts! program last year.
- ü Implementing a school wide Title I program.
- ü Implementing a K-3 Music Together program and after school Athletic program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	28	12	12	17
Transfers In Rate ⁶	35	28	28	37
Stability Rate ⁷	72	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Annual bus evacuation and fire drills are scheduled and completed in an orderly and efficient manner. Avalon follows a zero tolerance policy for students who receive excessive discipline referrals. Student and staff safety are Avalon's top priority.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mathew Reese	(480) 671-4584
Transportation Policy	Nancy Johnson	(480) 373-9575
Community Resources	Mathew Reese	(480) 671-4584
School Nutrition Programs	Janette Benziger	(480) 373-9575
Parent Organization	Misty Lamb	(480) 671-4584
Student Health/Nurse	Kelli Capellete	(480) 671-4584

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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